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ABSTRACT

This document is focused on the Westchester Community College. It discusses the school's 2003-2008 Strategic Planning Process that was developed by the faculty, administrators, and staff over a 2-year period. The Planning Process is based upon the mission statement of the Westchester Community College and the most recent demographic and economic trends in the county. The mission of the College is to provide high quality and affordable education to meet the different needs of the community. According to the mission, the College is and shall remain accessible, adaptable to community needs, dedicated to lifelong learning, and sensitive to the needs of a diverse community. These efforts resulted in the eight focus goals that the document addresses in detail. These focus goals are as follows: (1) academic assessment; (2) marketing and recruitment; (3) student success, retention, and innovation; (4) facilities improvement and expansion; (5) developmental and remedial students; (6) academic and administrative technology; (7) revenue enhancement and restructuring; and (8) employee enhancement and development. Committee members worked for a 2-year period and then e-mailed the goals to the entire campus. Suggestions by the campus were used and incorporated into the plans. (MZ)

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WESTCHESTER COMMUNITY COLLEGE

Five Year Strategic Plan

2003-2008

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2003-2008

Westchester Community College
Valhalla, New York

SUNY/WESTCHESTER
COMMUNITY COLLEGE
Valhalla, New York 10595-1698

September 10, 2003

Dear Reader,

The *Strategic Plan: 2003-2008* was undertaken over a period of two years to help us identify and accomplish new goals in the context of a changing world. The process of discussion and review has helped us, once again, to reassess our strengths and weaknesses and focus our energies where change and improvements are needed. It has also led us to identify how we will use our human and fiscal resources to accomplish these goals.

We began with our *Mission* to provide high quality, low-cost post-secondary education to the citizens of Westchester county. The College seeks to be accessible, adaptable, dedicated to lifelong learning, and sensitive to the individual needs of our diverse population.

We then turned to the demographic and economic environment of Westchester county. The forecast is for a moderate growth in the economy with a relatively low unemployment rate (4.0% as of July 2003). The fastest growing sectors will be in computer/information systems and health care. The current population of approximately 923,500 is expected to increase slowly with the Hispanic population, now comprising approximately 17% of the population, projected to continue to grow at a faster pace. The population will also continue to age out as the baby boomers reach their sixth and seventh decades.

Amidst all this are some other dramatic changes taking place such as: 1) constant innovations in the telecommunications and computer industries that offer new possibilities for teaching and learning; 2) difficulty in maintaining a skilled workforce prepared to meet the changing demands of the workplace; 3) increased competition from other educational institutions for students; and 4) a gradual shift in the balance of funding from the state and county tax dollar to the student tuition dollar.

To meet these challenges we must continue to provide innovative academic programs and courses current with the labor force needs of the county and the transfer needs of our students. We must also meet the special learning needs and financial aid needs of students from differing demographic and economic backgrounds.

I know the College community shares my feelings in being up to the challenge. We look forward to the excitement and sense of satisfaction that comes from striving to do our best to serve the community.

Cordially yours,

Joseph N. Hankin
President

WCC is sponsored locally by the County of Westchester, affiliated with the State University of New York

Table of Contents

Strategic Planning Committee iv

Executive Summary 1

Institutional Profile 3

- **Mission** 3
- **Governance and Organization** 3
- **Facilities** 4
- **Faculty** 5
- **Finances** 5
- **Student Composition** 7
- **Minorities** 8
- **WCC Graduates** 8
- **Programs of Study** 9
- **Continuing Education/Community Service** 11
- **Educational Opportunity Center** 13
- **Special Needs Students** 13

Demographic and Economic Outlook: 2003-2008 14

- **Population Trends in Westchester** 14
- **High School Graduates Trends** 15
- **Economic Outlook** 15
- **Job Market Outlook** 15
- **Jobs Requiring Higher Education** 15

Focus Goals and Objectives Five-Year Action Plan 16

Focus Goals Committees Members 17

Focus Goal #1: Academic Assessment 18

- 1.1 Continue to develop an academic assessment process 18
- 1.2 Address a comprehensive WCC assessment plan at three levels 18
- 1.3 Continue to develop a Gen Ed assessment plan 18
- 1.4 Establish an Office of Assessment to coordinate assessment efforts 18
- 1.5 Provide an infrastructure to support faculty in classroom assessment 18

Focus Goal # 2: Marketing & Recruitment 19

- 2.1 Expand college's ability to communicate with students for marketing 19
- 2.2 Formulate a college-wide Marketing Plan 19
- 2.3 Pursue the use of electronic marketing 20
- 2.4 Recognize diversity issues in marketing and personnel recruitment 20

Focus Goal # 3 Student Success, Retention, & Innovation 21
3.1 Develop College-wide plan to increase student support and retention 21
3.2 Strengthen support for faculty and expand curriculum offerings 21
3.3 Utilize data collection and analysis to enhance student success 22

Focus Goal #4: Facilities Improvement and Expansion 23
4.1 Expand physical space to provide student services more effectively and efficiently 23
4.2 Renovate classrooms to enhance classroom experience 23
4.3 Construct a new English-as-a Second Language building 23
4.4 Construct a new Instructional Building 23
4.5 Open, build and maintain new stand-alone extension sites 23
4.6 Upgrade Hartford Hall and the Administration Building 23
4.7 Renovate North, Barrett and West Fields 24
4.8 Build new pedestrian linkages 24

Focus Goal # 5: Developmental/Remedial Students 25
5.1 Implement all aspects of mandatory placement 25
5.2 Recognize the Remedial/Developmental Student Subcommittee as a Standing Committee reporting to the Academic Dean 25
5.3 Mandate College Success for students taking two or more developmental courses 25
5.4 Hire retention counselors to work with developmental students 25
5.5 Allocate more funds, space and staff of tutorial services 25
5.6 Investigate the delivery and administrative models of tutorial services at other colleges. 25
5.7 Provide department with data necessary for assessing development courses 25
5.8 Provide necessary information to students in developmental courses 25
5.9 Provide departments with support to create web pages 25
5.10 Investigate the impact of students entering WCC without a high school diploma 26
5.11 Investigate improving access to testing, tutorial, library and counseling services for off-campus developmental students 26

Focus Goal # 6: Academic and Administrative Technology 27

6.1 Develop an institution-wide plan for educational uses of instructional technology. 27
6.2 Prepare students for a society increasingly dependent on information technology 27
6.3 Enhance the quality of teaching by supporting faculty efforts to incorporate appropriate educational technology 27
6.4 Provide appropriate technological resources to students and extend the accessibility of education to students including those unable to come to campus 28
6.5 Form a consortium of stakeholders in the creation of a campus-wide committee to implement a new information system for administrative use 28

Focus Goal # 7: Revenue Enhancement and Restructuring 29

7.1 Increase public and private financial support for the College and its students 29

7.2 Identify methods that will promote the legislative intent of equally sharing the cost of community colleges among the State of New York, the Local Sponsor, and the Students. 29

7.3 Increase college revenue to support recruitment and retention 30

7.4 Provide a revenue impact analysis on new or existing programs to assist in decision making. ..... 30.

7.5 Develop strategies to obtain greater autonomy for the College as defined by the 1988 Plan C New York State legislation. 31

7.6 Convert all financial, purchasing, payroll and Human Resources systems from county supported systems to local college systems. 31

Focus Goal # 8: Employee Enhancement and Development 32

8.1 Increase the diversity of our faculty to better reflect and serve future student population 32

8.2 Develop strategies to equip employees to better serve students with different and more complex needs. 32

8.3 Promote a user-friendly campus in which all students, faculty, and staff feel welcomed and appreciated 32

8.4 Improve services during evening classes and at extension sites 32

Four-Year and Two-Year Colleges in Westchester County 34

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Assistant Professor, Counselor

Executive Summary

Westchester Community College provides the citizens of Westchester county and neighboring communities with an outstanding selection of two-year degree programs in thirty-eight fields, one-year Certificate programs in seventeen fields, and an extensive number of continuing education courses for lifelong learning. The College has a highly qualified and dedicated faculty with considerable training and experience in their fields. With its main campus located in the heart of Westchester, and an additional 12 off-campus sites located throughout the county, WCC is in close proximity to all Westchester residents. Its low tuition of $1,225 in Fall 2003 for county residents also makes it very affordable.

The 2003-2008 Strategic Planning Process involved two years of development by faculty, administrators and staff. It began with a review of the mission statement of the College and a look at the most recent demographic and economic trends in the county. It resulted in the identification of eight *focus goals*.

The Mission: The mission of Westchester Community College is:

To provide high quality, affordable education to meet the career, transfer, remedial, vocational and recreational needs of the Westchester community. The College seeks to be accessible, adaptable, dedicated to lifelong learning, and sensitive to the individual needs of our diverse population.

The County Environment: At the beginning of the planning process, attention was focused on the *external environment* of Westchester County to identify the demographic, economic and job growth trends, the high school graduation rate trends and other colleges in Westchester county offering courses of study similar to Westchester Community College. Current trends in the demographic and economic environment of the county are:

- A slow but steady growth in the 2003 population currently just over 923,000.
- A continued increase in the rate of growth of the Hispanic population.
- A continued aging of the population as the baby boomers reach retirement age.
- An increase in population in all three sections of the county.
- A surprisingly high growth rate in Asian and Pacific Islanders.
- A continued increase in the number of high school graduates until 2008.

The economic forecast for the next five years is a slow but gradual increase with the fastest areas of job growth in the computer/systems information sector and in the health care sector. In July 2003, the unemployment rate in Westchester was a low 4.0%.

The Planning Process: A major objective of the planning process was to involve as many people as possible. It is the coming together of the college community, the give and take in discussing strengths and weaknesses, and the working together to formulate and identify the means to achieve new goals that invigorates the campus and motivates faculty, administrators and staff to participate in change.

To this end the planning process was divided into two phases. Phase I involved a year-long review by members of the Strategic Planning Committee and Focus Goal Committees of the status of goals established under the previous 1997-2002 Strategic Plan. During this phase, a survey was sent to all employees of the College to learn their perception of the status of goals (accomplished or not accomplished) and a Town Meeting was held for discussion purposes. The 1997-2002 goals we eventually categorized as either (1) *accomplished*, (2) *not accomplished but continued to be pursued*, and (3) *not accomplished but no longer to be pursued*. These findings were shared with the President and the Cabinet for feedback and comment.

The second year involved the identification of new goals. For this purpose, six Focus Goal Committees were established (eventually expanded to eight) consisting of approximately eight to ten members each. The Focus Committees are:

- Academic Assessment
- Student Success, Retention, & Innovation
- Marketing and Recruitment
- Facilities Improvement and Expansion
- Developmental/Remedial Students
- Academic & Administrative Technology
- Revenue Enhancement and Restructuring
- Employee Enhancement & Development

Committee members met throughout the year, contacting faculty, administrators, staff and other stakeholders, researching best practices and drafting the wording for new goals. At the end of the academic year each committee presented its final report to the full Strategic Planning Committee. The goals where then emailed to the entire campus to elicit responses. Suggestions were taken into consideration and incorporated when appropriate and a final vote of approval was taken by the full Strategic Planning Committee. The Plan was then submitted to the President and Cabinet for approval.

Implementation of the eight *focus goals* began even as meetings were being held to identify the objectives needed to achieve them. This was especially true for those goals requiring little or no funding. The annual report to the President by each department and administrative office of the college is structured to identify the progress made each year. Future meetings to assess progress will be an ongoing process conducted by the Focus Goal Committees.

Institutional Profile

Westchester Community College is one of 30 community colleges affiliated with the State University New York (SUNY). It is counted among the largest colleges in the system, ranking fourth in total credit student enrollments.

Located on a 218-acre campus in the center of Westchester county, the College enrolled 11,540 credit students in Spring 2003 and an additional 13,692 non-credit students during the 2002-2003 academic year. The most recent graduating class (May 2003) boasted 1,068 students in 55 programs.

Tuition in Fall 2003 is still very affordable compared to other options: $1,225 per semester full-time and $103 per credit part-time. Tuition costs for non-residents of New York State is $3,063 per semester full-time, and $256 per credit, part-time.

Mission

The mission of Westchester Community College is to provide high quality, affordable education to meet the career, transfer, remedial, vocational and recreational needs of the Westchester community. The College is:

- accessible
- adaptable to community needs
- dedicated to lifelong learning
- sensitive to the needs of our diverse population

Accreditation

Westchester Community College is fully accredited by the Middle States Association of Colleges and Secondary Schools which accredits institutions in the states of New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, the Commonwealth of Puerto Rico, the Canal Zone, and the Virgin Islands.

The University of the State of New York (the Board of Regents) authorizes the College to award two-year Associate Degrees in Arts, Science, and Applied Science, as well as a number of one-year certificates in various program areas.

Governance and Organization

A ten-person Board of Trustees governs the College. Five are appointed by the County Board of Legislators, four by the Governor of the State; and one student representative is elected each year by the student body. All serve nine-year terms except the student representative who has a one-year term. Officers are elected by the Board of Trustees annually.

The President of the College is appointed by the Board of Trustees and is responsible for the implementation of its directives and for keeping the Board informed on all College matters. Since the College is under County sponsorship, the President is in close communication with the County Executive and the County Board of Legislators.

Cabinet: The President is advised by his Cabinet, which includes the Vice President and Dean of Academic Affairs, the Vice President and Dean of Student Personnel Services, the Vice President and Dean of Administrative Services, the Vice President of External Affairs/Director of the Foundation for Westchester Community College and the Vice President and Dean of Continuing Education. Also included are the Director of Information Technology, the Assistant Dean of Evening Services, and the Associate Dean and Director of the Educational Opportunity Center.

Administrative Council: An Administrative Council, which meets bi-monthly, has an advisory input into Presidential decisions. It includes the Cabinet, the Presiding Officer of the Faculty Senate, the President of the Faculty Union, and representatives from the Student Senate and Student Forum.

The Faculty Senate: A self-governing body, the Faculty Senate is composed of faculty, administrators, and two students. The Senate is charged with the responsibility in the Union contract of expressing the faculty's position to the President in the form of recommendations on professional appointments, reappointments, tenure, sabbaticals, and such other professional matters as educational policy, curriculum, student activities, and scholastic standards.

Faculty Union: In 1973, a separate local unit of the AFL-CIO (WCCFT) became the faculty's bargaining agent. On the basis of certification issued by the Westchester County Employment Relations Board, the County and the College recognize the WCCFT as the exclusive representative of all full-time and regular part-time professional employees, including adjunct professional employees who are employed by the College.

CSEA: The staff of WCC are members of a bargaining unit of civil service employees (CSEA) which is different from faculty and administrators and which results in different working conditions and schedules. Negotiations governing this group are conducted with the County of Westchester.

Facilities

In addition to 14 buildings on a beautiful 218-acre campus, student facilities include a 400-seat theater, a collegiate-size pool, tennis courts, athletic fields, art and dance studios, 18 science laboratories, approximately 1,550 PC stations, special laboratories in computer-assisted drafting/design and robotics, an Accounting/Office Technologies Lab , a simulated business environment Management Training lab, a commercially-equipped kitchen/laboratory, and an automotive maintenance and repair shop.

In spring 2002, the College opened its doors to a totally renovated library that is approximately double the size of the original with over 100,000 square feet. In addition to

expanded space for books (110,000 volumes), media (10,000 volumes), and periodicals (400 subscriptions), there is a 70-seat multimedia classroom/theater, a student lounge, and space for the Honors Program, the Center for Faculty and the Distance Learning Program.

The Virginia Marx Children's Center provides on-campus day care for the children of students, faculty and the Westchester community.

The Career and Transfer Center provides job placement counseling services for students and alumni, as well as services to facilitate the transfer of WCC students to four-year colleges.

Faculty

Westchester Community College is particularly noted for the high quality of teaching provided by its faculty.

Since the inception of the Chancellor's Award in 1973, 110 WCC faculty and professional staff have received this highly prized award for excellence in teaching, professional services, and librarianship.

In the annual ***Study of the Graduates***, a survey of WCC graduates conducted each year since 1979, a large percentage of the alumni have consistently expressed *great satisfaction* or *satisfaction* with the *Overall Quality of Instruction* (92.5% in 2002), and their *Overall Experience at WCC* (98.3% in 2002).

As of Fall 2003, 98.1% of the 157 full-time teaching faculty have a master's degree or a doctorate.

Finances

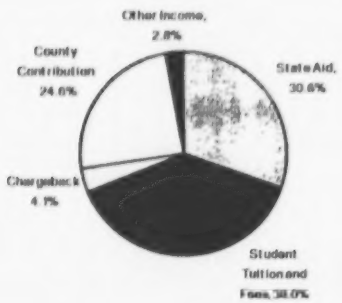
Revenues: The College 2003-2004 total operating budget (including restricted funds such as federal and state grants) was $89,135,150.

Revenues are derived from three major sources: the State government, the local sponsor (Westchester county government), and tuition paid by students. Reductions in state reimbursements over the last few years have brought the State's share of college revenues to below one-third (30.6%) of the *unrestricted* operating budget, as shown in Table I. At the same time, the County government has maintained its contribution at approximately the same dollar amount, lowering the percentage of revenues it contributes to less than one-fourth (24.6%). To offset the difference, tuition and fees have been increased from an in-state student tuition of $775 per semester in 1991-1992 to $1,225 per semester in 2003-2004.

Table I: Revenues by Source, 2003-2004

Revenues	2003 - 2004	
State Aid	$22,519,455	30.6%
Student Tuition and Fees	27,959,891	38.0%
Chargebacks	3,005,000	4.1%
County Contributions	18,112,393	24.6%
Other Income	2,087,924	2.8%
Total Operating Budget (unrestricted)	**73,684,663**	**82.7%**
Federal & State Grants (Restricted)	15,450,487	17.3%
Total Budget	**$89,135,150**	**100%**

Revenue (Unrestricted), 2003 - 2004



Expenditures: In 2003-2004 well over half (54.2%) of funds in the unrestricted operating budget was spent on *Instructional Activities*, as shown in Table II. *Student Services* accounted for over one-tenth of the budget (11.4%). *Administration Services* comprised over six percent (6.6%).

Table II: Expenditure by Category, 2003 – 2004

Expenditures	2003-2004	
Administration	$4,889,165	6.6%
Institution Services	5,072,955	6.9%
Maintenance	5,600,878	7.6%
Student Services	8,381,075	11.4%
Library	2,589,680	3.5%
Academic Support	4,628,913	6.3%
Instructional Activities	39,947,923	54.2%
Public Service	46,039	0.1%
Debt Services/Cash to Capital	2,528,035	3.4%
Total Operating Budget (unrestricted)	**73,684,663**	**83.7%**
(Federal & State Grants Restricted)	15,450,487	17.3%
Total Budget	**$89,135,150**	**100%**

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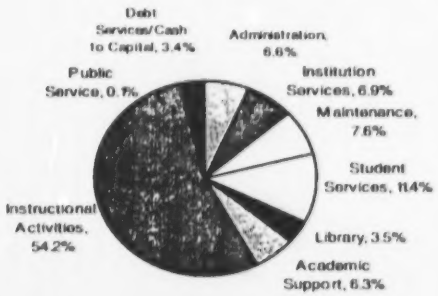
Expenditure (Unrestricted) 2003 – 2004

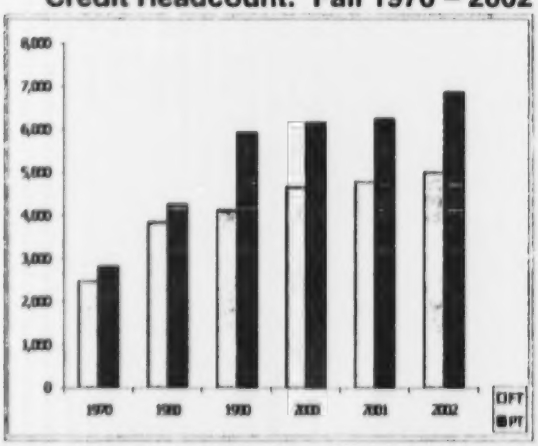


Student Composition

The spring 2003 credit student headcount was 11,540. Approximately 40% attended full-time. The higher percentage of part-time students is largely attributable to the increased number of older students, particularly women, returning to further their education and enter the labor force. Fifty-seven percent of the student body was female.

The substantial growth in students over the last ten years continues to place a tremendous burden on college employees, especially those in student services. The student counseling staff, Admissions Office, Financial Aid Office, and the Registrar's Office have particularly felt the burden.

Credit Headcount: Fall 1970 – 2002



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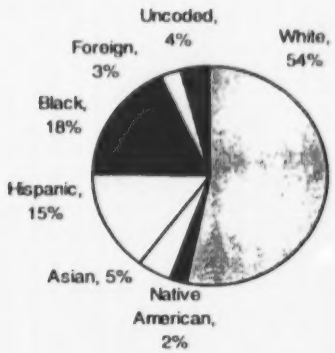
Minorities

In spring 2003, almost two-fifths (39%) of the students were from minority backgrounds (18% Black, 15% Hispanic, 5% Asian/Pacific, and 2% Native American), which meets or exceeds the percentages in the population at-large in Westchester county. Three percent were foreign, 54% were white, and four percent were unable to be identified.

Minorities: Spring 2003



WCC Graduates

A survey is conducted each year to determine the activities of our graduates. The respondents of the 2002 survey of 1,082 graduates revealed:

- 57.4% transferred to other colleges and universities
- 72.5% transferred as full-time students
- 73.8% were employed after six months
- 113 companies in Westchester employed 2002 WCC graduates
- 28 companies in New York, but outside Westchester, employed WCC graduates
- 16 companies outside of New York state employed WCC graduates
- $35,875 was the mean salary for full-time jobs

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Programs of Study

WCC offers 38 programs leading to an associate degree and 17 certificate programs. Many of these programs prepare students to transfer with full credit to four-year colleges and universities. Others enable students to find jobs in their field immediately upon graduation.

The Associate Degrees

The *Associate in Arts Degree (A.A.)* and the *Associate in Science Degree (A.S.)* are awarded to candidates who successfully complete a liberal arts program which parallels the first half of a bachelor's degree in accredited four-year institutions. The programs are:

Associate in Arts Degree Programs (4)

Communications and Media Arts
Individual Studies
Liberal Arts—Humanities
Liberal Arts—Social Science

Associate in Science Degree Programs (7)

Accounting
Business Administration
Computer Science
Engineering Science
Food Service Administration: Foods and Nutrition
Individual Studies
International Business
Liberal Arts-Mathematics and Science

Graduates with an Associate of Arts or an Associate of Science degree are prepared for ready transfer to four-year colleges and universities.

The *Associate in Applied Science Degrees (A.A.S.)* are awarded to candidates who successfully complete a program combining specific career preparation with a foundation in the liberal arts and sciences and who plan for immediate employment or transfer. WCC offers A.A.S. career curricula in:

Associate in Applied Science Degree Programs (27)

Business Administration
Chemical Dependency Counseling
Computer Information Systems
Criminal Justice: Corrections
Criminal Justice: Police
Early Childhood
EMT– Paramedic

Engineering Technologies
- Apprentice Training—Automotive
- Civil Technology
- Electrical Technology
- Mechanical Technology
- Telecommunications Technology

Food Service Administration/Dietetic Technician
Food Service Administration/Restaurant Management
Human Services
Marketing
Medical Laboratory Technology*
Nursing (RN)
Office Technologies
Paralegal
Performing Arts
Radiological Technology
Respiratory Care
Retail Mgt/Fashion Merchandising
Visual Arts

Certificates

WCC offers 17 certificate programs that prepare students for immediate employment in a variety of skilled occupations. The College currently offers one-year certificate programs in:

Applied Art
Chemical Dependency Counseling
Computer Aided Drafting (CAD)
Computer Applications Specialist
Computer Art
Direct Care Practice
Early Childhood
EMT—Paramedic
Financial Office Specialist
Help Desk Support
Medical Billing and Coding
Networking
Office Technologies
Paralegal
Practical Nursing—LPN
Telecommunications Technology
Web Development for E-Commerce

* Deactivated. Not enrolling new students.

Continuing Education

The Division of Continuing Education works with all divisions and departments of the College to provide non-traditional programs for the community through varied delivery systems. During the academic year 2002-2003 the unduplicated headcount was 13,216.

Educational opportunities are available seven days a week, all around the County. The programs offered include the following:

Professional Development Center: Since 1984, the Professional Development Center (PDC) has assisted area businesses in achieving a competitive edge by providing cost-effective, customized training for their employees. Training through PDC is designed to help improve productivity, increase profitability and sharpen problem-solving and people skills among the employees of Westchester-based companies.

Off-Campus Extension Sites: Westchester Community College has long been a leader in providing off-campus sites for the convenience of its students. In Fall 2003, there were 12 off-campus locations throughout the county. Three new sites have opened in the last three years. An extension site in the village of Ossining opened in spring 2001 specializing in health care education and training. Another site dedicated to information technology opened in Yonkers in fall 2001, and a third site in Mount Vernon opened in summer 2003.

Community Services: Community Services offers a variety of personal enrichment and professional development classes to the community. Courses range from *Calligraphy* to *Becoming a Notary Republic*; from *Introductory French* to *Real Estate Sales and Broker* Career Training; from *Line Dancing* to CPR. Responding to the changing needs of community residents, classes are designed to help prepare students for a new career, advance or maintain credentialing in a current career, or simply to enjoy leisure time.

Mainstream, The Institute for Older Adults: Mainstream brings innovative educational programming and career change options to mature adults. Responding to a broad range of older adult learning needs, Mainstream develops and presents challenging courses, workshops, conferences, and special events on the Valhalla campus and at community locations throughout the county. Course topics include: job readiness, enrichment, travel, and personal growth. These low-cost, non-credit courses are taught by WCC faculty and are tailored in content and length to meet different instructional needs.

Project Transition: For over sixteen years Westchester Community College's Project Transition has provided training and counseling services to Displaced Homemakers in Westchester county to assist them to enter or re-enter the paid workforce after years in unpaid work taking care of their families. We serve women who have been recently divorced, widowed, separated, who are single parents, or whose husbands have become disabled, have lost their jobs, or who have been recently activated into the armed forces.

The Program offers intensive computer skills training in Word XP, Excel XP and PowerPoint XP, career decision counseling, work readiness and job search and placement services, while

also counseling the student on how to cope with their recent losses. Courses run from six to ten weeks in the daytime, evenings and weekends at the Valhalla campus as well as other extension sites.

Distance Learning: Distance Learning at WCC offers students the convenience of choosing an instructional delivery system and a time schedule best suited to their individual learning needs and lifestyles. The College offers two approaches to this off-campus way to learn while earning college credits: videocassette courses and online (Internet) courses. Students in videocassette-based courses are mentored by WCC faculty and use videotapes, textbooks and study guides. Online courses require access to the Internet and provide instruction, discussions, email and other activities facilitated by WCC faculty.

Major efforts to enlarge the distance learning program continue to make progress. There are more than 40 online courses available for the fall 2003 semester. Plans are underway to create the first fully online degree in 2005. As an incentive to develop new online courses, professional development fellowships in distance learning are offered each year to the faculty.

The ESL Institute: In response to the growth of the foreign born population in Westchester, the College's ESL Institute serves over 4,000 students per year from 82 nations speaking 37 languages. The new ESL Institute brings together under one department umbrella all credit and non-credit ESL offerings, creating a more seamless program for students. New computer programming quickly identifies all ESL students. This tracking system has greatly facilitated the ability of the Institute to administer appropriate ESL testing and placement instruments to better serve these students.

The instruction is geared to a variety of needs ranging from academic to professional; job-related to personal. Once prepared linguistically for college study, many students make the transition into a degree or certificate program at the College. Courses helping learners build English proficiency in all language skills at nine levels are offered on several schedules. There are also specialized courses offered each term in Basic Computer Skills, Pronunciation, Business English, Academic and Job-Related Writing, and TOEFL Exam Preparation; and an Intensive ESL Writing course designed specifically for matriculated students who wish to prepare for one of the English Department's two credit-bearing ESL Writing Courses. The ESL program, upon request, also provides customized language courses and services for clients in business and industry.

Westchester Arts Workshop: The Westchester Arts Workshop in White Plains is housed in a wing of the Westchester County Center. It offers hands-on individualized instruction in fine arts and fine crafts. Courses in all visual disciplines, including the latest addition of a computer arts department, are taught by more than 50 faculty members who are active professional artists.

The Westchester Arts Workshop in Peekskill includes a Computer Center with both Graphic Arts and Multimedia labs. The Computer Center uses the latest Apple Power Macintosh, which is specifically designed for sound and motion. A full range of technologies and techniques for Desktop Video, Desktop Graphics, Digital

Imaging, Interactive Multimedia Animation, and Prepress Imaging are available. Two labs were opened in spring 2000, for Digital Music and advanced Digital Video.

Educational Opportunity Center (EOC)

The EOC, located in Yonkers, provides free remedial, academic and vocational education to disadvantaged adults (16 years and above). Any low-income resident of New York State who meets the economic and educational guidelines set forth by the State University may be admitted. Students may study Contemporary Office Skills, Certified Nurses' Aide, Home Health Aide, Emergency Medical Technician, or Cable T.V. installation. To meet the basic skills needs of many applicants, the EOC also schedules *Basic Skills* courses for those who read below 7th grade level, offers a High School Equivalency program (GED), provides several levels of English as a Second Language, and has a College Preparatory Program.

Special Needs Students

The wide range of services offered to students with special needs is also a hallmark of the College. Those requiring remedial education are assisted by the Academic Support Center and by specially trained faculty teaching courses in remedial English, writing and math. The Office of Disability Services assisted 1,012 students during the 2002-2003 academic year in providing supportive counseling, academic accommodations, advocacy, and referrals.

The Women's Forum gives special assistance to adult women returning to the college to complete their education and enter the workforce and the WCC Foundation and the Financial Aid Office are proactive in giving scholarships and financial aid to worthy students.

First Generation Students Program

A TRIO grant from the U.S. Department of Education in the amount of $800,000 over a four-year period has enabled the College to set up a special program for remedial education students who are also first-generation college students, low-income and/or disabled. Identified at the outset of their college experience, a group of 150 first-time students are being offered a myriad of special academic support services and financial assistance to help them complete their degree. A full-time coordinator, counselor and office assistant are working actively to oversee the program. Preliminary results show the retention rate of these students to be remarkably higher than other students (79.3% after two semesters or more).

Demographic and Economic Outlook
For Westchester County: 2003-2008

The population of Westchester county is projected to continue to grow slowly but steadily in the next decade. A similar projection for the previous decade, however, proved to be incorrect. An unanticipated growth of approximately 50,000 (about the size of the city of White Plains) occurred between 1990 and 2000 bringing the total county population to 923,459 in 2000.

Population Trends: Four major population trends are projected to continue to play out within Westchester and the greater Hudson Valley region.

1. ***The Hispanic population is projected to continue to grow at a rate faster than any other minority group.*** Between 1990 and 2000 it grew at a rate of 67% now comprising 15.6% of the county population or 144,124. While part of the increase was driven by higher birth rates, in-migration was also significant, suggesting that demand for English-As-a-Second-Language courses will continue to grow. In contrast, the Black population grew by only 9% to 14.2% of the total county population, making it for the first time a smaller minority population than the Hispanics.

2. ***Demographers were surprised by the high growth rate between 1990 and 2000 of another minority—Asian and Pacific Islanders.*** Between 1990 and 2000 this population grew at a rate of 27%. While their total numbers are relatively small (41,738), they are projected to continue to grow at a fast rate. If this proves to be the case, they will become a significant pool of college applicants. The largest percentage of this group is from India.

3. ***The population of Westchester it projected to continue to age out***. In 2000 well over one-third of the population (37.5%) were 45 years or older. This represents an increase of 16.8% over 1990. Future projections point to a pronounced bulge in the elderly population beginning in the year 2010 and lasting through 2025 due to the post World War II baby boomers reaching elderly status.

4. **Geographically speaking, all three parts of the county increased substantially between 1990 and 2000.** The increase in the population in the southern third of the county (16,223) did not fall very short of the increase in the northern third of the county (18,345) and the central (14,025). In terms of marketing or locating off-campus sites, therefore, all three sections of the county have potential.

High School Graduates: In 1997 the *baby boomlet* (children of the baby boomers graduating from high school) began to take effect. As a result, the number of high school graduates in Westchester county is projected to continue to grow gradually until 2008. High school graduates, therefore, will continue to be a growing pool of potential students for the next five years.

Economic Outlook: The impact of September 11th on the economy of Westchester has not proved to be as great as on New York City and the entire state. Between March 1, 2001 and March 1, 2002 Westchester experienced only a slight decrease (.01%) in job growth. The unemployment rate reached a high in July 2002 of 4.5%, but has since dropped back down to 4.0% in July 2003. Baring unforeseen events, the economy is expected to grow moderately in the next few years.

Job Market Outlook: In the Hudson Valley Region the shift to the service sector is expected to continue, approaching forty percent of the county's jobs in the next decade. Within this sector the largest number of job openings will occur in the health services industry. The fastest growing area, however, is the business services sector, particularly information systems. In planning new curricula, therefore, the health and information systems sector are expected to far out-distance the others in future job openings in the next five years.

Jobs Requiring Higher Educations: When it comes to jobs requiring higher education in the next five years, one stark fact stands out. Overwhelmingly, the greatest number of jobs will occur in those fields that require only some post-secondary and vocational training. The New York Department of Labor estimates that two-thirds of the total job openings (66%) or 138,120 jobs per year will occur in this category over the next five years.

Only four percent of the openings will be for jobs that require an Associate degree (33,840). Another 13% will be for jobs requiring a Bachelor's degree. The need for higher education in a fifth category (*Work Experience*), however, may prove to be an important source of new program ideas. The title of the category is somewhat misleading. It refers to work experience after receiving some higher educational training. People in this category are marketing and sales managers, office supervisors, teachers for vocational education, food and lodging managers and construction supervisors. It is anticipated that job openings in this category will be 68,850 annually or nine percent of the new jobs in the workforce.

One bright spot on the horizon is that the rate of growth in per annum job openings is projected to be the greatest for occupations requiring an Associate degree. The New York State Department of Labor predicts a 28% annual increase. This substantially exceeds the rate of growth for jobs requiring a Bachelor's degree (21%), some post-secondary or vocational training (14%) or some W*ork Experience after Post-secondary Training* (14%).

Focus Goals and Objectives

Academic Assessment

Marketing and Recruitment

Student Success, Retention and Innovation

Facilities Improvement and Expansion

Developmental/Remedial Students

Academic and Administrative Technology

Revenue Enhancement and Restructuring

Employee Enhancement and Development

Strategic Planning Committees: 2003-2008

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Continuing Students	First Time Students
Janice Adams	Hope Barcus
Ray Galinski	Noelle Bucci
Susan Shumejda	Robin Graff
Pam Geraghty	Rowan Lindley
Marge Glusker	Rose Cooper
Marcia Kalkut	Gwen Roundtree
Eileen Karlik	Richard Courage
Judith Lowin	Shelly Salzberg
Robert Sciabbarrasi	

Goal # 1: Academic Assessment

1.1 Continue to develop an academic assessment process that is on-going, college-wide, and dedicated to the continuous improvement of teaching and learning.

1.2 Address a comprehensive WCC assessment plan at three interconnected levels: micro-level of course review; mid-level of program/unit review, and macro-level of institutional review.

Specific Actions

- At the course level define course objectives, identify course-specific and General Education learning outcomes, apply a variety of instruments to assess the achievement of these outcomes through ongoing faculty collaboration.
- At the program level develop a five-year cycle of program review that is department-based and faculty driven and includes linking course reviews to the program review, an external review outside the College, and mechanisms to ensure academic program modifications as a result of program review.
- At the institutional level link the program goals and course objectives to the Mission of the College. Develop Strategic Planning Goals that support this linkage.

1.3 Continue to develop and implement a specific assessment plan for the SUNY-instituted General Education requirements that is department based and identifies the general education competencies each department will address.

1.4 Establish an Office of Assessment to coordinate assessment efforts at the College.

1.5 Provide an infrastructure to support faculty in their classroom assessment efforts.

Specific Actions

- Provide ongoing peer support to assist faculty in developing their assessment reviews endeavors.
- Encourage the Center for Faculty to offer seminars on the assessment process and sponsor attendance at assessment conferences.
- Share assessment data, analyses and recommendations across departments and with other interested faculty bodies.
- Develop a process for storing and accessing data about learning objectives, assessment findings, teaching activities and student performance.
- Institute an Assessment Website to facilitate communication on assessment and student success issues.
- Employ the Office of Institutional Research and Planning as a resource to assist in faculty assessments efforts by conducting relevant studies and surveys; providing accurate data-gathering procedures; and supplying statistics on student success and enrollments.

Goals # 2: Marketing & Recruitment

2.1 Expand the college's ability to communicate with potential students in order to better serve them and to improve our marketing efforts.

Specific actions

- Investigate a new, enhanced phone system.
- Pursue the possibility of contracting out for supplemental third party phone services.
- Research other colleges' central information center concepts and submit proposal to enhance and expand the current "registration information center" at WCC.
- Add phone response staff in Admissions and Continuing Education.
- Improve the system for email responses to inquiries.
- Implement a database management and tracking system, moving from a transactional database to relational databases to improve our ability to properly utilize leads.
- Improve relationships with high schools through new and enhanced articulation agreements and continuation of the college's HS Connection Program.

2.2 Formulate a college-wide Marketing Plan covering public relations, community outreach, advertising, publications, and the web site.

Specific Action

- Set prioritization and planning standards (i.e., prior to the institution of a new academic program, a second flyer could be produced to market the program, incorporate the publicity for the program in the College's PR plan, and begin increased web site presence, etc.). Include prioritization of marketing for credit and non-credit programs, new and existing extension sites, cultural events, and other areas.
- Identify specific ways to attract additional funding for the college such as publicizing fundraising efforts and special events by the Foundation and increasing revenues by increasing student enrollment (FTEs).
- Include specific marketing methods for supporting the main campus in Valhalla, extension sites programs and initiatives such as The ESL Institute and the proposed Center for New Immigrants, specific academic programs, and joint efforts with corporate and non-profit partners.
- Build in an evaluation process to track ads, measure the impact of PR, tally publications responses, and analyze web site inquiries.
- Implement annual increases in advertising, publications budgets

  and the website (minimum 5% hike in each category, per year).

- Include marketing to regional college students, curriculum "cluster" brochures, and templates for individual program brochures.

- Include a proposal for professional research and branding services to evaluate the current perception of the college, and then "rebrand" the institution through a marketing campaign including elements such as a new logo and a redesigned ad campaign.

- Increase community outreach by building relationships with local entities ranging from the public-at-large to community groups and corporate partners.

2.3 Pursue the use of electronic marketing.

Specific actions

- Fully implement the new PeopleSoft computer system's marketing enhancements including an online application system.

- Increase the college web site's marketing capabilities by increasing interactivity and expanding the information available to include new FAQ pages.

- Use E-newsletters and E-communications to communicate with prospective and current students.

2.4 Recognize diversity issues in marketing and personnel recruitment.

Specific actions

- Continue to include a multi-cultural mix in all marketing materials.

- Increase Human Resources advertising budget to allow for increased outreach for diverse faculty, staff, and administrators. Target minimum 5% annual increase in advertising budget toward advertising in multi-cultural publications and online services.

Goal # 3 Student Success, Retention, & Innovation

3.1 Develop a College-wide plan to increase student support and enhance retention efforts.

Specific Action

- Identify the academic and student personnel services issues that impede retention.
- Encourage students to pursue upper level courses and complete a degree at Westchester Community College.
- Improve the graduation rate by identifying specific obstacles to graduation, such as the graduation fee and physical education requirement.
- Continue to develop an effective communication network with students to improve retention.
- Make consistent and enhance meetings between curriculum chairs and students to establish better academic ties.
- Consider alternative uses of resources designed to improve the retention of students.
- Increase, or at a bare minimum, maintain the present number of counselors as our enrollment numbers continue to increase and become ever-more challenging.
- Develop more effective ways of serving extension site, evening, and weekend students.
- Investigate options supporting the educational needs of unemployed workers.
- Provide counseling and advisement support, through additional counseling resources, for male students to encourage their educational persistence.
- Develop an enhanced placement policy that prevents students from enrolling in courses for which they are not prepared.
- Identify existing (or create new) credit-bearing courses that are appropriate for students enrolled in remedial courses.

3.2 Strengthen support for the faculty as well as for updated and expanded curriculum offerings:

Specific Action

- Support faculty in developing instructional methods to better serve students of all ages with diverse life experiences.
- Enhance program effectiveness through ongoing faculty development opportunities.
- Explore the value of learning contracts with students to identify performance goals.
- Codify ways to assess the learning outcomes of our students and develop appropriate measures for defining student success.

- Upgrade and update programs and course offerings that effectively prepare students for careers and for transfer to four-year colleges and universities by increasing the number of Westchester Community College programs that are certified and/or accredited.

- Enhance ways to serve the increasing number of students who are leaving high school without a diploma as a distinct cohort.

- Implement new programs that fulfill community needs such as Teacher Education and Sonogram Technology.

- Continue to integrate technology into the curricula and provide the appropriate level of technological support.

3.3 Utilize data collection and analysis as well as updated research methods in order to enhance student success.

Specific Action

- Implement the Academic Audit computerized system.

- Provide a system for assessing whether or not students meet their stated goals as identified in the Student Intent Survey which is updated every term that a student registers.

- Develop a systematic approach to assist academically struggling students prior to probation/dismissal.

- Implement new procedures for tracking and updating students' curriculum changes on an ongoing basis so that students receive proper advisement in the curriculum of their choice.

- Develop data collection and distribution methodologies to facilitate decision-making regarding the retention of students.

- Research testing options to assure that non-native speakers of English are being accurately tested.

Goal # 4: Facilities Improvement and Expansion

4.1 Increase the College's ability to provide student services more effectively and efficiently.

Specific Action

- Expand the physical space of the Financial Aid Office.
- Reconfigure the space in the Student Center to create an Academic Advisement Center.
- Renovate and enlarge the Student Center to attach the bookstore, provide a new cafeteria and student meeting space, and upgrade HVAC, electrical and plumbing systems.

4.2 Renovate classrooms to enhance the classroom experience and assist faculty.

Specific Action

- Renovate the Classroom Building to improve energy efficiency, upgrade HVAC system and make it ADA compliant.*
- Renovate the Academic Arts Building to improve energy efficiency, upgrade HVAC and mechanical systems and make general building improvements.*
- Renovate the Science Building to upgrade electrical and mechanical systems, make it ADA compliant and provide a new laboratory.*
- Renovate the Health Science Building to upgrade the electrical, mechanical and plumbing systems and make it ADA compliant.*
- Renovate the Technology Building to add a new student lounge, convert shop space to classrooms, and upgrade HVAC, mechanical, plumbing and electrical systems.*
- Upgrade the Physical Education Building to make it ADA compliant, upgrade the HVAC system and upgrade the swimming pool.*

4.3 Construct a new English-as-a-Second Language Building (40,000 square feet) to better provide for the over 4,000 students currently taking ESL courses.*

4.4 Construct a new Instructional Building (73,000 square feet multi-discipline building) to alleviate the problems of limited classroom space currently available.

4.5 Open, build and maintain new stand-alone extension sites where the needs and economics of the project make it feasible.

4.6 Upgrade Hartford Hall and the Administration Building, as well as other non-instructional facilities, to improve working conditions.

Specific Action

- Renovate Hartford Hall by upgrading the HVAC system and making general building improvements.

*Proposed improvement in the Facilities Master Plan.

- Renovate the Administration Building by upgrading the HVAC system and making the building ADA compliant.

- Renovate Maintenance Building I by upgrading the electrical and mechanical systems.*

- Renovate Maintenance Building III by demolishing the greenhouse, renovating the Maintenance Building, adding new storage building and providing new parking for delivery trucks.*

4.7 Renovate North, Barrett and West Fields.*

4.8 Build New Pedestrian Linkages.*

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*Proposed improvement in the Facilities Master Plan.

Goal # 5: Developmental/ Remedial Students

5.1 Implement all aspects of mandatory placement.

Specific Action

- Ensure that all off-campus and evening classes receive placement testing.
- Enforce proper placement for all WCC students.
- Develop a mechanism to prevent continuing students from circumventing required courses.
- Develop a mechanism to allow only selected individuals to override registration blocks.
- Stipulate developmental course(s) co-requisites or prerequisites for entry level subject courses.
- Encourage departments that do not have appropriate credit-bearing courses for developmental students to develop such courses.

5.2 Recognize the Remedial/ Developmental Student Subcommittee of the Strategic Planning Committee as a standing committee reporting to the Academic Dean.

Specific Action

- Include in this committee one representative from the English Department, the Reading and Study Skills Department, the Mathematics Department, the Counseling Department, the Academic Support Center, and the Testing and Assessment Center.
- Include other interested faculty in this committee such as those from the ESL Institute, Admissions, and Financial Aid.

5.3 Mandate a College Success course for students who tested in to two or more developmental courses.

5.4 Hire retention counselors to work specifically with developmental students.

5.5 Allocate more funds, space, and staff for tutorial services for developmental students as indicated by the growing enrollment at WCC.

5.6 Investigate the delivery and administrative models of tutorial services at other colleges.

5.7 Provide departments with data necessary for assessing developmental courses and services.

5.8 Provide necessary information to students in developmental courses.

5.9 Provide departments with necessary support to create or complete web pages, answering FAQ's about placement, course sequencing, counseling, and tutorial services.

5.10 Investigate the impact of students entering WCC without a high school diploma.

Specific Action

- Monitor the developmental needs of this cohort of students.

- Investigate alternative programs to meet the needs of this cohort of students.

5.11 Investigate improving access to testing, tutorial, library, and counseling services for off-campus developmental students.

Goal # 6: Academic and Administrative Technology

6.1 Develop an institution-wide plan among all key stakeholders for educational uses of instructional technology.

Specific Action

- Consolidate campus efforts regarding instructional technology.
- Streamline the purchasing process for hardware and software needs of faculty.
- Provide increased support staff to service the increased campus infrastructure.
- Provide increased annual funding in operating budget to support hardware and software purchases required to support curricula.

6.2 Prepare students for a society increasingly dependent on information technology.

Specific Action

- Integrate the use of computers across all curriculum areas.
- Propose a change to the core curriculum through the Faculty Senate to include an information/computer literacy competency.
- Create the necessary courses in computer/information literacy to accomplish the above.
- Provide instructional and support services to accomplish the above.
- Upgrade and refit all classrooms to meet instructional/technology needs in appropriate disciplines.

6.3 Enhance the quality of the teaching/learning experience by supporting faculty efforts to incorporate appropriate educational technology.

Specific Action

- Update and expand the campus computer infrastructure to provide a computer for each faculty.
- Continue the efforts to expand Internet and accessible, friendly e-mail that provides access to college network from anywhere.
- Provide workshops and in-service courses so faculty can learn to use new, emerging technology as a teaching/learning tool.
- Provide recognition in promotion and release time for faculty who develop methods for integrating technology into the classroom experience and outside the classroom experience.
- Support faculty attendance at appropriate conferences by providing adequate travel money.
- Support the Center for Faculty to provide a variety of educational activities including space for workshops, individual consultations, evaluation, appropriate hardware and software, and support services.
- Provide access to the instructional technology equipment for evening and weekend classes.
- Communicate with adjunct faculty and inform them of services available.

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6.4 Enhance the quality of the teaching/learning experience for students by providing appropriate technology resources and extending the accessibility of education to students, including those unable to come to campus for traditional classes.

Specific Action

- Provide students with e-mail on campus.
- Provide additional computer classrooms and open labs.
- Increase staff to provide technical support for student labs
- Increase staff to provide tutorial support for students taking computer/information literacy courses.
- Develop alternative teaching and learning experiences (distance learning, video teleconferencing, groupware learning, CBT learning, e-mail, individualized instruction, and CAI).
- Provide alternative delivery methods for students with special needs such as two-way audio/video classrooms.

6.5 Form a consortium of all stakeholders in the creation of a campus-wide committee to implement a new information system for administrative use.

Specific Action

- Provide regular, periodic updates and workshops to inform faculty, staff and administrators of progress.
- Train staff, administration, and faculty in use of new information system
- Implement campus-wide

Goal # 7: Revenue Enhancement and Restructuring

7.1 Increase public and private financial support for the College and its students.

Specific Actions:

- Increase involvement with the Westchester business community.
  1. Develop active partnerships with 100 local businesses and corporations over the next five years, targeting twenty each year.
  2. Expand training of employees at their location and at the College's locations.
  3. Expand internship/co-op programs.
  4. Increase the solicitation of scholarships directed at specific careers.
  5. Offer sponsorship opportunities in exchange for increased exposure on campus such as the Pepsi/Iona partnership.
  6. Pursue grant funding opportunities offered by local corporations such as Verizon grants and bank grants.
  7. Implement "New Center" to provide needed service to the community and to expand partnerships with not-for-profits.
  8. Partner with schools, municipalities, and other government agencies to identify and implement needed programs.
  9. Encourage administrators and faculty to increase involvement in business and professional associations.

- Expand research and proposal developments to local and regional foundations for college programs and capital projects.

- Strengthen relationships with the Westchester delegation of the NYS Legislature and members of Congress for support of college initiatives.

- Expand outreach to potential major donors in the community.
  1. Mount a campaign to identify and cultivate 50 new major donors over the next five years, targeting ten each year.
  2. Expand research and proposal developments for public grants and capital projects to meet the needs of the college in the next five years. Focus on the areas of improved technology such as smart classrooms, and expand facilities (new classroom building, Gateway Center, refurbish Technology Building, and Student Center).

7.2 Identify opportunities and methods that will enable the legislative intent of equally sharing the cost of community colleges among the State of New York, Local Sponsor (Westchester County) and the Student to be realized.

Specific Actions:

- Require the local sponsor (Westchester county) to provide a level of financial support that maintains the state funding triggered by the "Maintenance of Effort" provision.

- Request the local sponsor to assume the debt service requirement for the

College Capital Budget as is currently done by all other local sponsors throughout New York State.

- Request the local sponsor to approve the inclusion of Information Technology equipment purchases in the Capital Budget rather than the current practice of funding these items in the Operating Budget.

- Seek to have New York State appropriate the State share of the approved College Capital Budget.

- Seek to have New York State adjust State aid to reflect the "cost of living" and thus provide aid on a constant dollar basis.

7.3 To increase college revenue to support recruitment and retention efforts.

Specific Actions:

- Recruitment
  1. Expand outreach activities for specific groups such as youth organizations, women, and displaced workers.
  2. Segment target populations with a marketing campaign, such as middle schools, high schools, and adult potential students.
  3. Support two-plus-two programs with local high schools.
  4. Provide special events during graduation to entice graduates back to take more courses.

Retention

1. Increase connections to local businesses to provide mentors, shadowing opportunities, internships, and speakers.
2. Support projects targeted to increase retention in "gatekeeper" courses.
3. Fund faculty development activities and reward those faculty members who see students outside regular classroom and office hours.
4. Initiate a project to develop a learning plan for each student with concomitant support services indicated.
5. Support academically advanced students to mentor students at risk of leaving.
6. Improve assessment and evaluation systems.
7. Provide funds to staff an academic crisis line for students with problems.
8. Increase the emergency fund for students for help during financial crises.
9. Increase scholarships for needy students.
10. Provide greater subsidies for students to use the Child Care Center.
11. Help provide better transportation services to and from the various campuses.
12. Provide more resources to student organizations and clubs to recruit more members.

7. 4 Provide a revenue impact analysis regarding new or existing programs and activities to College administrators and Board of Trustees to assist with major decision making.

Specific Actions:

- Formalize the process of revenue impact analysis as one factor (not

necessarily the determining factor) of evaluation of all new program endeavors.

1. Develop documents which provide a means for assessing the revenue impact of all major decisions regarding new programs.
2. Encourage the use of the documents as a "benchmark" for future program evaluations.

- Encourage the evaluation of revenue levels for existing programs, identifying those programs which are earning progressively lower levels of revenue.
  1. Incorporate a revenue analysis as part of regularly scheduled curriculum review identifying programs with high cost in relation to enrollments, demand and revenue production.
  2. Continued the evaluation of all Island programs fiscal performance.

7.5 Develop strategies to obtain greater autonomy for the College as defined by the 1988 Plan C New York State Legislation.

Specific Actions:

- Set up a task force to review the current situation and bring in advisors to help identify how to approach strategy development.

- Develop strategies to independently manage the College's Human Resources Department and work with SUNY and the Executive and Legislative branches of County Government to develop a plan that will give the College control of its own Human Resources.

- Develop strategies for the College to hire independent counsel and work with SUNY and the Executive and Legislative branches of County Government to develop a plan that will give the College the ability to hire independent counsel.

7.6 Convert all financial, purchasing, payroll and Human Resources Systems from county supported systems to a local college system.

Specific Actions:

- Work with established Steering Committee in the development and implementation of new "Non-County" supported Software.

  1. Assist project committees in identifying current work flows in each of the functional areas.
  2. Identify key employees in each functional area to work on the various components of system.

- Transition the purchasing function into the electronic age.
  1. Develop a website to post requests for quotes and bid results.

  2. Introduce use of Purchasing Card for Internet orders.

Goal # 8: Employee Enhancement and Development

8.1 Increase the diversity of our current faculty population to better reflect and serve our current and future student population.

Specific Action

- Disseminate, implement, and measure the effectiveness of strategies for increasing faculty diversity.
- Disseminate, implement, and measure the effectiveness of strategies to support search and screen committees to achieve affirmative hiring.
- Disseminate, implement, and measure the effectiveness of strategies to increase retention of faculty by creating support systems and a campus climate that truly values diversity.

8.2 Develop strategies to equip all employees to better serve students with different and more complex needs.

Specific Action

- Define strategies to identify the complex needs within our student body.
- Provide professional development activities that assist all personnel in understanding the defined needs.
- Identify training and resources that Westchester Community College currently possesses.
- Develop and implement strategies to improve the dissemination of information on existing services and programs.

8.3 Promote a user-friendly campus in which all students, faculty, and staff feel that they are welcomed and appreciated members.

Specific Action

- Identify strategies to assess the campus climate which would recognize specific successful actions and areas for improvement.
- Create strategies to address the assessment results.
- Create additional formal mechanisms to recognize and reward contributions to Westchester Community College.

8.4 Improve services during evening classes and at extension sites.

Specific Action

- Disseminate procedures for handling emergency situations at all locations.
- Expand the current administrative/staff presence on campus in the evening from 5:30 p.m. – 8:30 p.m., Monday-Thursday in the Classroom, Technology, and Academic Arts Buildings.
- Provide administrative/staff support at off-campus locations that do not currently have a director.
- Develop strategies to promote a sense of connection to the main campus at all extension sites.

- Identify the unique needs of faculty teaching at extension sites and then provide the needed services at each location on a comparable level to the services offered at the man campus.

Four-Year and Two-Year Colleges In Westchester County: 2003

Westchester Community College primarily competes with two and four-year colleges and universities in the county and surrounding area. In addition, competition exists between Westchester Community College and local proprietary schools and BOCES (Board of Cooperative Education) in many curricula.

Four-Year Colleges in Westchester

Concordia College, Bronxville, New York
Private liberal arts college awarding 4-year degrees.
Tuition: $16,800 - Enrollment: 612 students

College Of New Rochelle, New Rochelle, New York (excluding the College of New Resources)
Private college awarding 4-year degrees in liberal arts, science, and business.
Tuition: $13,250 - Enrollment: 6,687 students

Iona College, New Rochelle, New York
Private college awarding 2- and 4-year degrees in business, liberal arts and sciences.
Tuition: $17,326 - Enrollment: 4,388 students

Manhattanville College, Purchase, New York
Private college awarding 4-year degrees in business, liberal arts, and science.
Tuition: $21,226 - Enrollment: 2,473 students

Marymount College, Tarrytown, New York
Private college awarding 4-year degrees in business, liberal arts, and science.
Tuition: $17,850 - Enrollment: 1,165 students

Mercy College, Dobbs Ferry, New York
Private college offering 2- and 4-year degrees in business, humanities, and sciences.
Tuition: $10, 000 - Enrollment: 9,886 students

Pace University, Pleasantville and White Plains, New York (excludes New York City)
Private university awarding 2- and 4-year degrees in business, liberal arts and sciences.
Tuition: $18,280 - Enrollment: 3,376 students

Purchase College, SUNY, Purchase, New York
Public college awarding 4-year degrees in arts and science.
Tuition: $4,743 - Enrollment: 4,018 students

Sarah Lawrence College, Bronxville, NY
Private college awarding 4-year degrees in liberal arts and general
Tuition: $29,360 – Enrollment: 1,479

Colleges in Specific Curricula

Berkeley College, White Plains, New York
Institution offering 2-year associate degrees in business and office technology; regionally accredited.
Tuition: $14,340 - Enrollment: 667 students

Monroe Business College, Bronx and New Rochelle, New York
Private proprietary institute awarding degrees in business and related fields; *not regionally accredited.*
Tuition: $8,460 - Enrollment: 4,699 students at both locations.

Westchester Business Institute, White Plains, New York
Proprietary school offering 2-year associate degrees in *office technology*; not *regionally accredited.*
Tuition: $15,375 - Enrollment: 1,113 students.

Community Colleges in Hudson Valley Region and New York City

Bronx Community College	$2,784	Rockland Community College	$2,400
Hostos Community College	$2,736	Sullivan Community College	$2,500
Dutchess Community College	$2,445	Ulster County Community College	$2,700
Orange County Community College	$2,500		

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